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ABSTRACT

Based on empirical work with classes of 4- to 7-year-olds in English primary schools, this book provides an analysis of how classroom assessment occurs within routine teacher-student interaction. The chapters are: (1) "Introduction"; (2) "Defining and Investigating Formative Assessment"; (3) "Teachers' Perceptions of 'Teacher Assessment'"; (4) "Classroom Assessment and the Language of Teaching"; (5) "The Power of Assessment: Appropriating Children's Responses for Learning, or Social Control?"; (6) "Formative Assessment and Learning: Where Psychological Theory Meets Educational Practice"; (7) "Ask a Genuine Question, Get a Genuine Answer"; (8) "Constructing and Integrating Assessment and Learning"; and (9) "Formative Classroom Assessment: Prospects for Improvement." An appendix contains the transcript conventions for classroom interaction. (Contains 19 tables and 140 references.) (SLD)

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